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Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR

THE ENGLISH-FRENCH MODEL SCHOOLS

AT

Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill

SESSION 1913-1914

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The English-French Model Schools of Ontario

LOCATION AND PURPOSE

1. The English-French Model Schools are located at Ottawa, Sandwich, Sturgeon Falls, and Vankleek Hill.

2. The purpose of these Schools is to prepare teachers of the Third Class in the theory and the art of organizing, governing, and instructing the pupils of the English-French schools of the Province, and to improve their academic preparation for teaching the subjects prescribed in the course of studies.

3. (*a*) At Sandwich, Sturgeon Falls, and Vankleek Hill, such Public and Roman Catholic Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Roman Catholic Separate Schools are used for the purpose of observation, and the affiliated English-French Roman Catholic Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and such teachers of the affiliated English-French Schools as the Principal of the Model School may designate for this purpose.

SESSION AND VACATIONS

4. (1) The next session opens on the 2nd of September, 1913, and closes on June 19th, 1914.

(2) There are two vacations, as follows:

At Christmas, beginning on December 20th, 1913, and ending on January 5th, 1914; and

At Easter, beginning on Thursday, April 9th, 1914, and ending on Monday, April 20th, 1914.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

(4) For the more important subjects, lesson-periods of 40 minutes each are recommended.

CONDITIONS OF ADMISSION

5.—(1) Each candidate for admission shall apply not later than August 21st to the Deputy-Minister, who will supply the official forms provided for the following certificates:

(*a*) A certificate of good moral character, from a clergyman or other competent authority;

(*b*) A certificate from a physician that he is physically able for the work of a teacher, and especially, that he is free from serious pulmonary affection and from seriously defective eyesight and hearing;

(*c*) For admission to the Junior course at Sturgeon Falls, a certificate from competent authority, that the candidate will be at least fourteen years of age on or before September 2nd, 1913, and a certificate of having passed (*a*) the Entrance examination into the High Schools or an equivalent or a higher Ontario examination; or (*b*) the Brevet d'Ecole Modele examination of Quebec.

(*d*) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate from competent authority that the candidate will be at least sixteen years of age on or before September 2nd, 1913, and a certificate of having passed (*a*) the Entrance examination into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (*c*) the Brevet d'Ecole Academique examination of Quebec.

(2) Before admission, each candidate shall pass at the school (*a*) an oral examination in English and French Reading and Conversation, and (*b*) a written examination in English and French Grammar, Composition, and Spelling, unless the candidate has already passed the examination for Entrance into the English-French Model Schools. Both examinations shall be of the standard for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results settled by the Principal.

6. (1) Every teacher-in-training shall, on admission, sign an agreement, that, if successful in obtaining a certificate he will teach thereon in the English-French Schools of the Province of Ontario for at least the first year of his subsequent teaching experience. The violation of this agreement will lead to the cancelling of the teacher's certificate.

(2) Every teacher-in-training who accepts the aid offered by the Department in Regulation 7 below shall, on admission, sign an agreement to teach in the English-French Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one-third of the total value of such aid for each unexpired year of the above mentioned three-year period.

BOARD AND TRAVELLING EXPENSES

7. (1) The Department of Education will pay $3.00 a week of the cost of board and lodging of those teachers-in-training in attendance whose ordinary place of abode is more than three miles from Ottawa, Sandwich, Sturgeon Falls, or Vankleek Hill, as the case may be.

(2) In the case of residents in the Province of Ontario, the Department will also pay the railway fare from their homes to the school in September and from the school to their homes at the close of the session; and, in the case of the non-residents of the Province, it will pay the railway fares from the station situated in Ontario and nearest their home, to the school and return fare to the same station at the times specified above.

(3) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets and to transmit them promptly to the Principal of the School.

(4) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

(5) The foregoing allowances will be paid as follows: Part in the month of February for attendance till January 31st and railway fare to the school, and the balance in July for attendance during the rest of the session and return railway fare.

(6) A teacher-in-training who receives the financial aid provided for above will be required to teach in the English-French schools of Ontario for a period of three years or to reimburse the Department of Education at the rate of one third of the total financial aid for each unexpired year of the above mentioned three-year period.

TEXT-BOOKS

8.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill, and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(*a*) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Fréres des Écoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et lecons de littérature.

Les Fréres des Écoles Chrétiennes: Cours theorique et pratique de Style.

Magnan et Tremblay: Nouvelle methode de Langue Française.

II. For Professional work:

(*a*) McMurry: The Method of the Recitation.
Gordy: Psychology.
Millar: School Management.
The Syllabus of Physical Exercises for Public Elementary Schools.
Practical Etiquette.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie).
Haustrate et Labeau: Cours complet de pedagogie.

(*c*) The Manuals on Methodology published by the Department of Education.

III. For work in the Practice Schools:

Such additional text-books used in these schools as may be necessary.

DUTIES OF STAFF

9.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and shall be responsible for the efficiency of the Model School and the affiliated Separate School classes.

(2) The members of each staff of the affiliated Schools shall be provided by the Board, and shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

DUTIES OF TEACHERS-IN-TRAINING

10. (1) Teachers-in-training shall board and lodge only at such houses as are approved by the Principal.

(2) They shall attend regularly and punctually, and shall submit to such discipline and directions as the Principal may prescribe.

(3) Teachers-in-training who, in the opinion of the staff, are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may be dismissed by the Principal at any time during the session from further attendance.

LIBRARY

11. Under the direction of the staff, the Library shall be constantly used for consultation by the teachers-in-training. The library contains a supply of books of general and professional literature, and several copies of each of the following:

Carpenter, Baker, and Scott: Teaching of English.
Chubb: Teaching of English.
MacClintock: Literature in the Elementary School.
Arlo Bates: Talks on the Writing of English.
Arlo Bates: Talks on the Teaching of Literature.
Dearness: How to Teach Nature Study.
Silcox and Stevenson: Nature Study.
Scott: Nature Study and the Child.

Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Betts: The Mind and Its Education.
Bagley: Class Management.
White: School Management.
Landon: Principles and Practice of Teaching and School Management.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.
Les Fréres des Ecoles Chrétiennes: Méthodologie.
Les Fréres des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carrè et Liquier: Traite de Pedagogie.

LITERARY SOCIETY

12. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organizing the school has been completed, and should meet at least twice a month until the special preparation for the final examination begins. The programme should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

CERTIFICATES

Subjects and Values of Examination Papers

13. (1) (a) The final standing of the teacher-in-training in the subjects of Groups I and II below, shall be determined on the combined results of his sessional records (and an examination at Christmas), and a final written examination on papers prepared by the Department.

(*b*) The final examination papers in Groups I and II shall be uniform for all the Model Schools, and shall be based upon the courses as laid down below in this Syllabus.

(2) (*a*) The examinations in Group II shall include a thorough test of the academic qualifications of the teacher-in-training.

(*b*) At the examinations in Groups I and II there shall be one paper on each subject, and the maximum marks for each subject shall be 70, and for the sessional records in each subject, 30.

Group I

Principles of Education, School Organization and Management.

Group II

Arithmetic, Literature (English and French), Grammar (English and French), History, Composition, and Geography.

Group III

(3) The final standing of the teacher-in-training in the subjects in Group III, enumerated below, shall be determined by the staff upon the

sessional records, and a final examination in which the tests, as far as practicable, shall be both academic and professional; the maximum for the records in each subject shall be 30, and for each subject at the final examination 70, except for Manners, in which 25 marks shall be allowed for the paper and 25 on the report of the staff as to the general deportment of the teacher-in-training during the session:

Art, Vocal Music, Oral Reading, Spelling, Writing, Nature Study, Physical Culture, Hygiene, and Manners.

Value of Observation and Practice-Teaching

GROUP IV

The marks counted in estimating the final standing of the teacher-in-training in Observation and Practice-teaching shall be those awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

Certificates

14.—(1) A teacher-in-training who obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, III, and IV, may on the recommendation of the staff be granted a Third Class Certificate valid for five years in an English-French School.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who makes 60 per cent. of the aggregate of the marks for Group IV, and 34 per cent. of the marks in each subject and 50 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted a District Certificate valid for one year in an English-French School. He may thereafter taking one or more groups at a time obtain a Third Class certificate without attending a second session, by passing in the Group or Groups in which he has failed. All other candidates who fail shall attend a second session.

(3) Candidates who are exempt from attendance and who are actually engaged in teaching shall pass the June or August examinations in Groups I, II and III, but they shall be exempt from an examintaion in Group IV, provided they submit to the Minister a certificate from their last Inspector that they have taught successfully for at least half a year. For such candidates, each subject in Groups I, II and III shall be valued at 100 marks, except Manners, which shall be valued at 50, and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of marks for each Group.

COURSES OF STUDIES

15.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, Departmental Examinations).

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls shall cover a period of one school year, and be both academic and professional, as follows:

(*a*) The Principles of Education and General Methodology, School Organization and Management, and Special Methodology.

(*b*) A thorough review of the Public and Separate School Course from the standpoint of Pedagogy and the requirements of the Public and Separate Schools, *the Special Methodology being taken up at each stage of the academic review.*

(*c*) Special instruction in Writing, Art, Physical Training, Hygiene, Music, Sewing, Manual Training, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling) as provided in the text-books detailed in Reg. 8, I (*b*).

(*d*) Supervised Observation and Practice-teaching in the Affiliated Schools, as detailed in Regulations 23-28.

LANGUAGE OF COMMUNICATION AND INSTRUCTION

16. In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the Affiliated Schools the provisions of the Regulations for English-French Schools shall prevail.

ORDER OF THE COURSES

17. In order that the teacher-in-training may begin early the Observation work and the Practice-teaching, an introductory course shall be taken up in the following order:

(1) A three weeks' elementary academic review of the following subjects:—

Reading, Literature, Grammar, Language and Composition, Geography, History, Writing, Arithmetic and Mensuration, Vocal Music, Art, and Nature Study.

(2) The prime essentials of the course in the Principles of Education and General Methodology taken once a day for the same period.

18. To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as the special qualifications of the members of the staff will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School programme.

When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

19. After the completion of the Introductory Course prescribed above, (1) The course in the principles of Education should be taken up three times a week until finished. The course in School Organization and Management should be taken up from the first twice a week until finished.

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Principles of Education and School Organization and Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar, 6; Art, 2; Music, 1; Manual Training, 1; Physical Training 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes between lesson periods, and in Physical Exercises at recess.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

20. The following principles of selection and order should be observed in the Special Methodology and the academic treatment of the other subjects of the course:

(1) Arithmetic should be taken about three times a week for about the first six months. It should then be continued with at least one lesson a week to the end of the session.

(2) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization; Geography, Language and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(3) In the Science group, the Biological side should be given special attention during the Autumn and the Spring, and all the Science subjects should be taken up from the Nature Study point of view.

OBSERVATION AND PRACTICE-TEACHING

21.—(1) The Introductory Courses provided for in Regulation 19, shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons 25, but these numbers shall each be increased to meet the necessities of individual teachers-in-training.

(2) Two periods of each day of the fourth week shall be spent in a course of observation of the organization and management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

(3) Before teaching an observation lesson, the Principal and all the assistants who take part in the Model School work should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with previous knowledge.

22.—(1) When the attendance renders it necessary, the teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-teaching shall be taken up systematically per time-table arranged from time to time. A member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(2) At least that group to which the teacher-in-training belongs shall be present at the discussion of his Observation and Practice-teaching lessons.

23.—(1) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(2) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

24.—(1) The Principal shall notify the teacher-in-training of the subject and the scope of the Observation lesson, whether taught by a Model School teacher or by a teacher of the affiliated school, and shall prepare the lesson beforehand.

(2) After observing the lesson, the teachers-in-training shall submit a report upon it to the master concerned for the discussion thereof.

(3) Teachers-in-training shall prepare a plan of each Practice-teaching lesson for submission to the Model School teacher concerned.

25.—(1) The Model teachers in charge of the academic work in a subject shall develop its details in their teaching order, and shall also themselves teach model lessons in the Model Schools and affiliated schools. *These model lessons should be taught only at the close of what forms an organically whole section of the subject.*

(2) Model lessons shall also be taught by such teachers of the Affiliated Schools as the Principal of the Model School may select for the purpose.

(3) All the model lessons in the Affiliated Schools shall be taught in accordance with the regular programme of the School.

26.—(1) The necessary application of the Principles of Education and of Methodology shall be made systematically by the Model and the affiliated School teachers in connection with the Model and the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mental development.

(2) *Concerted work on the part of the Model and the affiliated School teachers shall be secured by frequent conferences, especially at the beginning of the session.*

SYLLABUS OF COURSES

The Principles of Education and General Methodology

27. The object of the course is to provide the teachers-in-training with such a working conception of the nature of Education and of Methodology as is practicable at this stage, and as will improve natural tact and skill by determining procedure and forming ideals.

The course includes the following topics:—

Aim of Education: Examination of the chief current definitions of Education; relation of aim to procedure in Education;

Laws underlying the Process of Teaching: The relation of analysis to synthesis, of induction to deduction; purpose of methods of instruction.

The Plan of the Recitation: Adjustment to the needs of the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of questioning; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; how general notions should be applied; the value of types in the development of general notions.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

School Organization and Management

28. The object of the course is to give the teacher-in-training, in the light of the principles of education, a knowledge of the technique of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course includes the following topics:—

The Teacher: Natural qualifications of a good teacher; importance of scholarship, training, experience, professional studies, wide culture, Teachers' Associations, of good magazines, professional and cultural, etc.; the teacher's relations with the principal, the inspector,

trustees, parents; civic and social duties; personal power and influence in the school and the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual black-board work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable School Habits: Punctuality; regularity; neatness in person and in work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training.

School Incentives: Kinds and office; effects on character, on school work, on health.

Order and Discipline: What is meant by good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment, ends and necessity, right conditions, characteristics of judicious punishment, injudicious punishment, the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized and unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Note.—For information as to the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to Circular 33.

The Ontario School Law and Regulations: In so far as they deal with the duties and obligations of teachers and pupils. The following should be emphasized—

The importance, in official correspondence, of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. These should be contracts as provided by the statute. Substituting for the contract an agreement made orally or by correspondence often leads to misunderstanding and difficulty.

Note.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and inspectors. The payments of the Grants and other matters directly affecting the teacher, trustees, and school.

Regulations of the Public and Separate Schools.

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeal to Inspectors, etc.

Non-resident pupils and the charging of fees.

Penalties and prohibitions regarding the buying and selling of text-books and school supplies and the use of unauthorized books, pamphlets, school helps, and magazines.

The Ontario Public Health Act and Regulations: In so far as they pertain to teachers, pupils, and the school.

NOTE.—The sections of the School Law and the Public Health Act and of the Regulations referred to in the above syllabus are furnished by the Department in a special circular. The final examination in School Organization and Management will include questions in School Law and the Public Health Act and in the Regulations.

Special Methodology

29. The object of the course is to prepare the teacher-in-training for intelligently observing and teaching in all grades of the Public and Separate Schools, by enabling him to apply the principles of education and, in particular, to adapt to the work in each subject the principles of general method.

The work in special methodology should be preceded by a general survey of the Public and Separate School Course of Study with a view to understanding the special object of each subject and the correlation of the different subjects amongst themselves.

These lessons should be followed by the systematic study of the subject matter of the Public and Separate School text-books with emphasis on the elements; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Language and Composition below, and fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, little special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences. Such other special methodology in French as is needed is provided for in the professional works listed in Reg. 8, II, (*b*).

The Manuals of Methodology, provided in each subject by the Department of Education should be constantly used by the teachers-in-training.

Language and Composition

30. The special object of the course in Language and Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit.

The course includes the following topics:—

Oral and Written Composition: Their relation; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected therewith and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms in speech; method of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Teaching English to French-speaking Pupils of Form I: The Natural, or Direct method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method to give the pupils the command of the language as a means of oral and written self-expression.

The mother-tongue not required to teach English, if the natural method is properly applied. When required to clear up any difficulty or to avoid a loss of time, its use to be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil to understand clearly the meaning of everything he says, and never to be asked to write or memorize anything that he does not understand clearly, and cannot say correctly.

The methods to be adopted when the pupil has already acquired some knowledge of English.

Reading

31. The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to get the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course includes the following topics:—

The Scope of Reading: Its correlation with other subjects; importance of training in reading and in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention on the thought, as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils. Change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and pleasure; reading as a means of creating and fostering a taste for good literature.

Forms of Reading: The function and value of silent reading, sight reading, dramatic reading, elocution, declamation.

Spelling

32. The special object of the course in Spelling is to prepare the teacher-in-training to secure accuracy in the subject.

The course includes the following topics:—

Scope of Spelling: Its correlation with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Materials for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

33. The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature, while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and the power of artistic expression of thought and feeling.

The course includes the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Teaching Literature: Methods of dealing with primary literature; comparison of values of reading and telling; the application of the general principles of method to the teaching of literature; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well.

Lesson Procedure: Preparation of the pupils; necessity for preparing a suitable mood for lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought-elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's Preparation: Special importance of teacher's own qualifications; sessional private reading-courses for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of school library; means of securing the co-operation of the home in the pupil's reading.

Grammar

34. The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of his pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course includes the following topics:—

Meaning of Grammar; the relation of grammar to speech; correlation with other subjects; when to begin the study of English and French Grammar respectively.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax.

History

35. The special object of the course in History is to prepare the teacher-in-training to train pupils to adapt human experiences to present situations. In the elementary stages the chief objects are to arouse an interest in historical studies, to enable the pupils to appreciate the logical sequence of events, and to give them a knowledge of their civil rights and duties; also to stimulate a love of country.

The course includes the following topics:—

The Scope of History: The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of black-board work by teacher, and of written exercises at seat and at black-board by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided.

The selection and arrangement of material suitable for different grades, the place and purpose of local history and the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography in the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history and its value and dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportaton, etc., study of present forms of civic institutions.

Supplementary Material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels; character of history readers and of supplementary works for the different grades, significance and value of our Flag.

Geography

36. The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their physical environment in accordance with their needs.

The course includes the following topics:—

The Scope of Geography; its relation to other subjects, especially to Nature Study, History, and Elementary Science.

The review of the course should lay special emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies, rock formation and soils, distribution of mineral products, plant and animal life, the earth's relation to other heavenly bodies, weather and climate, man's relation to the rest of the world, and a general outline of commercial and political geography, with special reference to the United Kingdom, Canada, and the other important parts of the British Empire.

Methods in Geography: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, black-board drawings, natural objects, specimens of products, stereoscopic views; sand-table; scrap-book; modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions in connection with the observations in local geography; the use of the reference library, books of travel, geography readers, etc.; common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by teacher owing to the mass of details.

Nature Study

37. The special object of the course in Nature Study is to broaden and deepen the sympathies and interests of the teacher-in-training, and, through him, those of his pupils, by training them to observe and interpret the common phenomena of the world about them.

The course includes the following topics:—

The Character and Scope of Nature Study: Its relation to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions; the study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of Public Schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. They should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, of factory products, garden flowers, etc.

38. The special object of the course in Arithmetic is to improve the teacher-in-training's knowledge of the subject that he may use it effectively as a means of logical training, and more particularly that he may be prepared to give his pupils such instruction in the various arithmetical processes as will enable them to make with accuracy, rapidity, and facility, the computations which their future life may render necessary.

The course includes the following topics:—

The Scope of Arithmetic; its relation to the other subjects of the Curriculum; importance of its practical aspects as related to the lives of the pupils; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis; induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of text-books and of prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy, and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; black-board work; drill and examination work in arithmetic; checking written work in the class-rooms.

The various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in rural Public School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long, factoring, cancellation, division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers; recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration, including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

39. The object of the course in Writing is to train the teacher-in-training to write rapidly and legibly, and to make him familiar with the best means of securing the most satisfactory results in the teaching of the subject.

The course includes the following topics:—

Methods in Writing: Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises; practice on paper and on the black-board.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the black-board to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

Art

40. The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his æsthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils.

The course includes the following topics:—

The Scope of Art: Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to Use the Various Mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing of common spherical, cylindrical and rectangular objects illustrating the principles of freehand perspective—pencil.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Black-board Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Manual Training

41. The special object of the course in Manual Training is to train the teacher-in-training to appreciate the educational value of various forms of constructive work, and to use constructive exercises in the most effective ways.

The course includes the following topics:—

The Scope of Manual Training, its correlation with other subjects in the curriculum; outlines of courses in the different forms of hand work. The practical course includes the following with concurrent methodology:

Typical forms of constructive work adapted to the capacities of children in the lower grades, including weaving, elementary paper, and cardboard work and modelling. (The course for Forms I, II, and III of the Public and Separate Schools.)

Music

42. The special object of the course in Music is to qualify the teacher-in-training to undertake the teaching of simple songs adapted to the requirements of rural schools, and the elements of time and tune embodied therein.

The course includes the following topics:—

Tune: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in any key.

Time: Practice in singing simple rhythmic exercises in two, three, four and six pulse measure, containing continued tones and easy divisions of the beat.

Voice Culture: Practice in breath control and exercise calculated to promote correct habits of voice production in speaking and singing.

Songs: The study of Rote Songs adapted to the lower forms of Public Schools.

The study of songs learned by note, from the Tonic-Solfa, or Staff notation. This should commence with the simpler elements of time and tune, and proceed to the more advanced grades.

NOTE.—Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will state so.

Hygiene

43. The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.

The course includes the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act;* modes of preventing spread of these diseases.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke; burns; bandaging.

Physical Training

44. The special object of the course in Physical Training is to enable the teacher-in-training to make proper provision for the physical training of his pupils by means of a series of graded exercises to be used as recreation in class-room in intervals between classes, and of recreative gymnastics, or gymnastic games; and indoor and outdoor games.

Manners

45. A course in Manners. Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.

DEPARTMENT OF EDUCATION,
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